



Text 76-78.

There have been a number of differences in the way geography is now to be approached in the National Curriculum. It was decided that there would be a renewed emphasis on spatial knowledge, as well as the human and physical processes. This should cover some technical procedures such as using grid references. There should also be a renewed commitment towards the concept of fieldwork and the use of maps, as well as written communication.

Dealing with geography, the National Curriculum includes certain topics, but not necessarily how they should be taught. For example, the focus at key stage 1 is developing knowledge about the United Kingdom and the world. Students should study certain fact such as the world's seven continents and their locations. They should be able to name and identify the four countries and capital cities of the UK. Trips to London may include extra-curricular education that can aid students' understanding of the United Kingdom. They also should be able to identify seasonal weather patterns, identify hot and cold areas of the world, and use world maps and globes to identify the UK and other countries and oceans.

As they progress to key stage 2, students are expected to extend their knowledge to include Europe, North, and South America as well as significant human and physical features. They should be able to identify the position of latitude, longitude, the Equator and other large features of the world such as the Tropics of Cancer and Capricorn.

Students at key stage 2 should study more physical geography including the climate zones, biomes and features such as volcanoes and earthquakes. Trips to destinations such as Iceland could encourage further learning about some of the world's physical geography. There is a huge emphasis on geographical skills at this stage. Students should be able to use the eight points of a compass, four and six-figure grid references and keys on Ordnance Survey maps in order to develop their knowledge.

76. What is the topic of the passage?
- (A) The art of teaching geography.
 - (B) The world's physical geography.
 - (C) Topical approaches in teaching geography.
 - (D) Different strategies in teaching geography.
 - (E) The geographical topics in the national curriculum.
77. The underlined word '*seasonal*' in paragraph 2 means
- (A) serial.
 - (B) cyclical.
 - (C) current.
 - (D) regular.
 - (E) situational.
78. According to the passage, key stage 2 focuses more on
- (A) the Tropics of Cancer and Capricorn.
 - (B) broader geographical abilities.
 - (C) patterns of climate change.
 - (D) geographical physics.
 - (E) the trip to Iceland.

**Text 79-82.**

Over the last two decades, the use of ICT has been an important topic in education. On the one hand, studies have shown that ICT can enhance teaching and learning outcomes. For example, in science and mathematics education, scholars have documented that the use of ICT can improve students' conceptual understanding, problem solving, and team working skills. Consequently, most curriculum documents state the importance of ICT and encourage school teachers to use them. (A) However, teachers need to specifically trained in order to integrate ICT in their teaching.

Schools are known to be resistant to innovation and change. However, the spread of ICT is beginning to affect how teachers teach. One of the current issues about the use of ICT is how it is integrated into the curriculum. The curriculum document provide arguments for introducing ICT in the school setting. Therefore, schools expect that graduates from teacher education programs have a reasonable knowledge of how to use ICT. (B) However, this may not be the case because most current teachers' pre-service preparation, and subsequent in-service courses were designed by using traditional educational technology and settings. Thus, the participants in these courses are not familiar with the processes, interaction patterns, features, and possibilities of teaching learning processes based on ICT.

This issue becomes complicated because the students' thinking skills are often weak. Also, they typically lack information literacy skills although they were born in or after 1982. In addition, they belong to the "Net Generation". (C) Furthermore, they are accustomed to operating in a digital environment for communication, information gathering, and analysis. The problem is that students do not have to understand how their use of technology affects their habits of learning.

(D) Effective development of pre-service teachers' ICT proficiency does not seem to be a direct process, but is the one asking for a careful, complex approach. First, a need assessment is important to find

out what ICT skills and knowledge teachers need at schools. Second, designers of teacher education programs should know the pre-service teachers' perceptions of ICT and their attitudes toward ICT integration into curriculum. Third, teacher education programs need to consider the two typical arguments that support the ICT use in schools.

79. With the statement 'One of the current issues about the use of ICT is how it is integrated into the curriculum' in paragraph 2, the author intends to

- (A) emphasize the need for teachers with good literacy in technology.
- (B) explore the reasons for including ICT in the curriculum document.
- (C) explain the curriculum documents for ICT introduction in education.
- (D) argue the current teachers already have good knowledge of using ICT.
- (E) show that teacher education programs have been running expected ICT curriculum.

80. The author's idea of the relationship between the use of ICT and learning outcome is analogous with

- (A) vitamin - health.
- (B) speed - aeroplane.
- (C) harvest - irrigation.
- (D) cellphone - crime.
- (E) books - intelligence.

81. The assumption the author has about teacher education programs is that

- (A) the programs have introduced a reasonable knowledge of how to use ICT.
- (B) the programs have found out what ICT skills and knowledge the teachers need.
- (C) the programs have given materials related to the pre-service teachers perceptions of ICT.
- (D) the programs were still designed in reference to traditional educational technology and settings.
- (E) the programs have participants who are familiar with the processes of technology-mediated educational transactions.



82. Which tines of the passage illustrate the ideal ICT teacher education programs most effectively?

- (A) sentence(s) A in the passage
- (B) sentence(s) B in the passage
- (C) sentence(s) C in the passage
- (D) sentence(s) D in the passage
- (E) all the sentences in the last paragraph.

Text 83-86.

Our ancestors destroyed moot of our natural areas before anyone had a chance to study or to try to understand them. As

a result, we have lost the opportunity to learn about this areas and the benefits and opportunities they might have yielded. Today our remaining natural areas serve important roles in the study of ecology, botany, zoology, geology, and soil science. They provide controls for comparison against managed or exploited resources. They also provide educational and cultural information important in the study of science, local history, conservation, and nature studies such as bird-watching, insect study, and tree identification.

Preservation of natural areas also provides many practical benefits. For example, natural areas contain the biological raw materials necessary for the development of products that could greatly benefit the health and well-being of a man. A new wonder drug or fine industrial product may exist now only in some inconspicuous organism harboured in a nature preserve. Up to approximately half of the drugs currently in use contain derivatives of wild plants, yet only a small percentage of all plants have been investigated for their potential in such uses. The need to protect the remaining 98 percent of natural areas until they can be researched is obvious.

From a genealogical standpoint, we have roots linking us to our ancestors. With so many of our natural areas now gone, those that remain are a vital link to the past. They can help us and future generations better understand the landscape and natural resources from which the pioneers molded their lives.

Certainly, one of the most important benefits to be derived from natural areas is the perceptive-recreational benefit they provide. This is evidenced by the increasing numbers of people turning to the nature preserve in order to escape briefly from the hustle-bustle of fast-paced society. The quiet environment of nature calms the monotony in our daily lives whether from skyscrapers and pavement or unbroken horizons of corn and beans. Healthy natural areas can offer substantial economic benefits to our communities as well. Wetlands, for example, help with flood protection and the removal of pollutants from our water supply.

83. Paragraph 4 implies that

- (A) the number of people turning to the nature preserves becomes more and more.
- (B) we cannot see any skyscrapers and pavement due to natural preservation.
- (C) preservation of natural areas can help us throw away our stressful days.
- (D) nature preserves briefly lighten busy life of urban environment.
- (E) quiet enjoyment of nature creates better daily lives.

84. The sentence 'Our ancestors destroyed most of our natural areas before anyone had a chance to study o try to understand them' in the first paragraph can best be restated as

- (A) after we had an opportunity to deeply study our natural areas, most of them had been destroyed by our ancestors
- (B) we had an opportunity to deeply study our natural areas although most of them had been destroyed by our ancestors.
- (C) most of our natural areas had been destroyed by our ancestors, besides, we had an opportunity to deeply study them.
- (D) before most of our natural areas had been destroyed by our ancestors, we had an opportunity to deeply study them.
- (E) we might have had an opportunity to deeply study our natural areas if most of them had not been destroyed by our ancestors.



85. Which of the following obviously shows the authors bias about natural areas?
- (A) As a result, we have lost the opportunity to learn about these areas and the benefits and opportunities they might have yielded.
 - (B) Wetlands, for example, help with flood protection and the removal of pollutants from our water supply.
 - (C) The need to protect the remaining 98 percent until they can be researched is obvious.
 - (D) With so many of our natural areas now gone, those that remain are vital link to the past.
 - (E) Preservation of natural areas also provides many practical benefits.
86. The organizational pattern of passage is
- (A) listing order.
 - (B) time order.
 - (C) classification.
 - (D) cause-effect.
 - (E) comparison-contrast.

Text 87-90.

According to the latest New York Times poll, most Americans are troubled by performance-enhancing drugs, which they believe are widely used by the nation's athletes. The public believes that professional athletes in major American sports leagues use steroids to a greater degree than American Olympic athletes do. But the prospect of achievement through illicit means in the Winter and Summer Olympics is more troubling. Also, younger Americans are much less troubled by drug use in sports and believe it to be more widespread than do Americans age 30 and above.

After recent revelations about the use of performance-enhancing drugs in football, baseball, and track-and-field, 43 percent of those polled said they believe that at least half of professional athletes in the United States use steroids. In comparison, 18 percent of those surveyed said they believe that at least half of American Olympic athletes use banned performance-enhancing substances.

While 61 percent of Americans said they were bothered by the use of steroids among professional athletes. 75 percent said they were concerned about the use of performance-enhancing drugs among Olympic athletes. This response seem to be based partly on the ideal that American Olympic spoils are purer than professional sports, and on the widely held belief that Olympic athletes are still amateurs. "The Olympics are pure and clean," Jason Mannino, 32, a tax assessor, said. "We want these kids to be all on the same playing field. A lot of these kids are trying to make a name for themselves purely on their athletic ability, and they are not getting high-dollar contracts to perform. They are performing out of pride for the country and out of pride for getting a gold medal." In fact, the Olympics have been open to professionals since the late 1980's. And most of the drug scandals in recent years have involved sports related to the Olympics.

87. What is the author's attitude towards topic of the passage?
- (A) Tolerant.
 - (B) Unhappy.
 - (C) Worried.
 - (D) Critical
 - (E) Unconcerned.
88. The paragraph following the passage will likely talk about
- (A) drug use by Olympic athletes.
 - (B) the opinions of young people and those above 30.
 - (C) what the surveyor think about drug use.
 - (D) what is being done about the problem.
 - (E) what the problems will lead to.



89. Which of the following is the best summary of the passage?

- (A) Most Americans are worried about the widespread use of steroids among athletes and they believed that professional athletes used more drugs than American Olympic athletes do, but the fact that the latter make use of drugs made many more concerned.
- (B) Many Americans are worried about the fact that many professional American athletes were using drugs; however, they did not think that Olympic athletes used steroids because they were not playing for the money, but for their country.
- (C) Some Americans are bothered about the widespread use of drugs among athletes, both professional and Olympic athletes and they believed the latter should not be taking the drugs.
- (D) Although many Americans believed that at least half of the professional athletes used drugs they don't believe that Olympic athletes use them because they are still amateurs.
- (E) Most Americans are worried about the widespread use of drugs among professional as well as national athletes.

90. Based on the passage, many American athletes

- (A) both professional and amateur, will be disqualified if drug tests are done stringently.
- (B) would not be able to achieve what they have achieved if they had taken drugs.
- (C) involved in professional sports would do much better if they stayed away from steroid.
- (D) would be able to break more records if they had not been taking illicit drugs.
- (E) will not be taking steroids if they are not competing.